



Chadwell Primary School

High Road, Chadwell Heath, Romford, Essex. RM6 4EU
Tel: 020 8590 1242

Job Description: Special Educational Needs Co-ordinator (SENDCO)

Job details

Job title: Special educational needs and disabilities co-ordinator (SENDCo)

Salary: Main Scale / Upper Pay Spine + TLR 2C

Contract type: Permanent

Reporting to: Designated person in the senior leadership team

Responsible for: Line management of the SEN Administrator, Learning Support Play Assistants & Classroom Assistants

Purpose of the job:

The SENDCO is required to carry out the duties of a school teacher as set out in the School Teachers' Pay & Conditions Document and the Teachers' Standards.

Overall responsibility:

- Work as an integral part of the Inclusion team.
- To lead, manage, develop and maintain a high quality SEND provision which enables quality teaching, excellent learning outcomes and success for all pupils
- To model effective teaching, to coach and train colleagues and to teach across the school
- To keep all aspects of paperwork including records and policies, up-to-date and actioned, as appropriate

Main Purpose:

- Strategic direction and development of SEND provision
- Teaching and learning
- Leading and managing staff
- Efficient and effective deployment of staff and resources

Strategic direction and development of SEN provision in the school

With the support of and working with the Head of School with responsibility for Inclusion:

- Lead and manage SEND support staff, appraisal and regular training CPD INSET.
- Contribute to a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum.
- Support all staff in understanding the needs of SEND pupils
- Devise and promote plans to ensure the needs of pupils with SEND are met and that they are reflected in the school development plan
- Regularly monitor progress against targets for pupils with SEND from teachers' plans, evaluate the effectiveness of teaching and learning by work analysis and use these analyses to guide future improvements
- Analyse and interpret relevant school, local and national information relating to pupils with SEND and advise the head teacher on the level of resources required to maximise achievement
- Liaise with staff, parents, external agencies and other schools to co-ordinate their contribution
- Provide maximum support and ensure continuity of educational provision for pupils with SEND
- Undertake and maintain provision mapping across school of all SEND interventions for pupils in school
- Up-to-date knowledge of National and local initiatives which may impact upon policy and practice.
- Develop partnerships with parents to ensure that their views are considered and acted upon appropriately
- Ensure that pupils with SEND are enabled to share their views and that these are acted upon appropriately
- To undertake and monitor child protection provision for SEND pupils including referrals, professional meetings and parental liaison.
- Oversee and support pupils with medical conditions and arrange training for all staff. Work with the school nurse to produce and update care plans for children with medical needs and conditions.
- Advise the Head of School on all staffing needs, including training needs.
- To organise/coordinate INSET to be delivered by other professionals.
- Ensure the establishment of opportunities for SEND Learning Support Play Assistants to review the needs, progress and targets of pupils with learning difficulties.

Teaching and learning:

- Support the identification of, and disseminate the most effective teaching approaches for pupils with SEND.
- Collect and interpret specialist assessment data on SEND to inform practice
- Work with pupils, class teachers and phase leaders to ensure realistic and challenging expectations of pupils with SEND
- Monitor the use of resources, teaching activities and target setting and develop and maintain a recording system for progress of pupils with SEND

Leading and managing Staff:

- To lead the team and to be instrumental in planning for continual improvement and to contribute to the evaluation of the work of the school.

- To promote an atmosphere of continuing professional development and to share good practice with colleagues.
- To contribute to the school's development plan.
- To support the professional development of all staff, including early career teachers and initial training students.
- To manage effectively all class-based support/pastoral staff (including timetabling).
- Encourage all staff to recognise and fulfil their statutory responsibilities.
- Develop pro-formas for essential repetitive paperwork, in order to create an administrative infrastructure as part of an effective communications system.
- Identifying the training needs of staff and organising/coordinating INSET to be delivered by other professionals.
- Disseminate procedural information such as recommendations of the code of practice or the schools own SEN policy.
- Provide regular information to the Head and Governing Body on the evaluation of the effectiveness of provision for pupils with SEND to inform decision-making and policy review.

Parents, the community and extended schools – to:

- Play an active part in the life of the school community
- Work with parents and families who have a child with SEND offering support and guidance
- Encourage parents to participate in the life of the school in a variety of ways.
- To lead parental workshops with parents of pupils with SEND.
- To undertake home visits to reception and nursery admits.

Managing own performance and development:

- Demonstrate resilience and resourcefulness.
- Take responsibility for own professional development including undertaking National SEND Qualification if not already qualified.
- Participate in the school's appraisal and professional development scheme, ensuring that objectives are set and met within the agreed time-scale.
- Think creatively and imaginatively to anticipate and solve problems and identify opportunities.

Use of Resources:

- Identify appropriate resources to promote and support the achievements of SEND children and ensure they are used efficiently, effectively and safely
- Oversee and monitor appropriate budget allocations in liaison with the SEN Administrator, Executive Headteacher, Head of School and School Business Leader.

Ethos and Culture:

- To provide leadership in promoting the inclusive ethos and commitment to 'Everyone a Learner' in the drive to raise standards of achievement and attainment.

- To facilitate, within the whole school, behaviours that support and contribute towards developing the values of the school.
- To contribute to School Self-Evaluation and School Development Planning.

Additional responsibilities and general requirements:

- Undertake any professional duties commensurate with the grade of the post, reasonably delegated to him/her by the Headteacher
- Show commitment to the school, its inclusive ethos and equal opportunities for all in the school community, opposing strongly any form of discrimination
- Attend and participate in relevant training sharing the knowledge and ideas gained with colleagues

Designated Teacher for Looked After Children:

- Follow statutory guidance outlined in 'The Roles and Responsibilities of the Designated Teacher for Looked After Children' from Department for Children, Schools and Families.
- Promote the educational achievement of every looked after child on the school's role.
- Lead responsibility for helping school staff to understand the things which can affect how looked after children learn and achieve
- Promote a culture in which looked after children believe they can succeed and aspire to further and higher education.
- Promote a culture in which looked after children are able to discuss their progress and be involved in setting their own targets, have their views taken seriously and are supported to take responsibility for their own learning.
- Responsible for the development and implementation of the child's PEP within school in partnership with others as necessary.
- Appreciate the central importance of the child's PEP in helping to create a shared understanding between teachers, carers, social workers and most importantly the child.
- Understand the role of social workers and virtual school's heads and how education – and the function of the PEP – fits into the wider care planning duties of the authority which looks after the child.
- Ensure that looked after children are prioritised in any selection of pupils who would benefit from one-to-one tuition and that they have access to academic focused study support.
- Promote good home-school links through contact with the child's carer about how they can support his or her progress by paying particular attention to effective communication with carers.

Teaching staff are required to work under the reasonable direction of the Headteacher and shall perform in accordance with any directions, which may be reasonably given to them by the Headteacher from time to time, such particular duties as may be reasonably assigned to them, as described in the Teacher's Pay and Conditions of Employment Document.

This job description may be amended at any time in consultation with the postholder.

Signed by postholder: _____

Date: